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ABSTRACT

Proposing two major shifts in how to involve low readers more effectively in textbook learning, this book suggests that students, even those with low reading skills, can learn to use mainstream textbooks, and that textbooks can be designed to make them more usable for all students. The book presents a series of instructional techniques that teachers can use to improve their students' understanding of textbook material. Ways to sharpen teachers' textbook consumer skills in selecting and purchasing textbooks for an increasingly diverse population of readers are also discussed. Chapters in the book are: (1) "The Context for This Book: Improving Students' Understanding of Textbook Content"; (2) "The Impetus for Change: The Students, The Textbooks, The Instruction"; (3) "The Analysis of 12 Textbook Programs"; (4) "Using Textbooks with Low Readers"; and (5) "What Does a Really Good Textbook Look Like?" Contains 86 references. An appendix presents results of a study on improving textbook useability. (RS)

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